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ABSTRACT

The major purpose of this study was to develop guidelines for use in the initiation and operation of student organizations associated with agricultural programs at 2-year, post-secondary educational institutions in the United States. To gather the necessary data, a three-part questionnaire designed to elicit data on institutions, agriculture departments, and student organizations was developed and mailed to institutions known or believed to have agricultural clubs for students. Based on the results of the survey and the evaluation of a jury of representative practitioners, 10 guidelines were formulated. These include: (1) A student organization associated with the agricultural offerings in a public post-secondary institution should extend and enrich the total educational program, (2) The objectives of the club should reflect the unique characteristics of post-secondary agricultural students and programs, and (3) Membership criteria should encourage full participation and individual development. Also included in this report are the findings and conclusions of the survey and a copy of the questionnaire developed for the study. (Author/JS)

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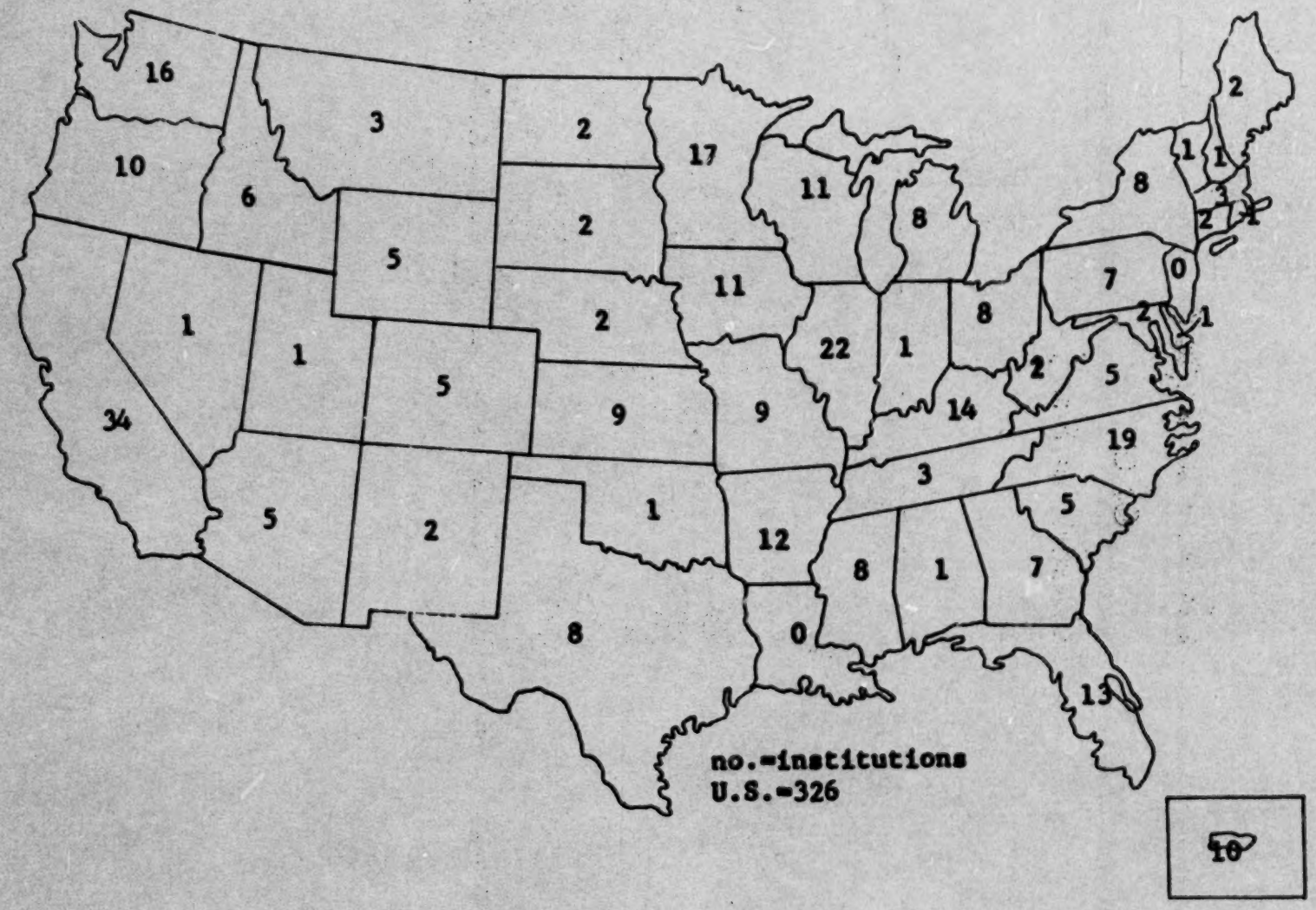

U.S. Post-Secondary Educational Institutions Providing Agricultural Instruction

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GUIDELINES FOR THE DEVELOPMENT OF STUDENT ORGANIZATIONS ASSOCIATED WITH AGRICULTURAL PROGRAMS AT TWO-YEAR, POST-SECONDARY EDUCATIONAL INSTITUTIONS IN THE UNITED STATES

Research Report

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July, 1971

FOREWORD

One of the recent and most dynamic developments in agricultural education throughout the United States is the establishment of programs in two-year, post-secondary educational institutions. Associated with most of these programs is a student organization. There doesn't seem to be any particular pattern followed in arriving at the purposes and procedures for planning and conducting these organizations, however, it is reasonable to believe that experience in the FFA provided some background for direction.

In order to give more leadership to student organizations in technical agriculture programs, a national study was made to inventory the current situation and develop guidelines for their further development. This digest of that study, which was completed by Dr. Maynard J. Iverson[1] as his Ph.D. dissertation, included data from 163 institutions, 115 of which had agricultural student clubs. Purposes, procedures, and activities were analyzed and guidelines developed. The ten major guidelines with 69 supporting statements are a workable listing of the principles and procedures that should be followed in planning and operating present and potential organizations. They were formulated with the help of a national jury. There is no question but what student organizations for post-secondary students can be effective if sound procedures are followed. This study is helpful in accomplishing such purposes.

Ralph E. Bender

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[1]Maynard J. Iverson, "Guidelines for the Development of Student Organizations Associated with Agricultural Programs at Two-Year Post-Secondary Educational Institutions in the United States," Ph.D. dissertation. Columbus: The Ohio State University, 1971.

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Introduction

Ours is an organizational society--one made up of inumerable social groups seeking specific goals. Indeed, most of our lives are spent working, playing and praying in organizations. Such group effort is required to meet many of man's basic as well as higher order needs, but it is becoming increasingly evident that organizations must in turn serve man. Social scientists are only now beginning to understand organizations in order to insure that they do serve.

One of the most pervasive organizations in modern society is the school--an institution touching nearly every person for protracted periods of time and at huge expense in terms of manpower and finances. Any complex organization has within itself a number of lesser components--and education is no exception.

A unique feature of modern American schools is the emphasis given to student activities including the major category thereof, student organizations. These groups have been part of the scene in secondary and higher education since Colonial times--until now they have become generally accepted as valuable resources which complement educational programs by fostering learning and maturity.[1] Diverse in size and

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[1]E. G. Williamson and Donald Zander, "Student Organizations and Student Activities: College and University," Encyclopedia of Educational Research, Fourth Edition, 1969, p. 1360.

purpose, these groups have evolved into specialized arms of the curriculum with which they are associated.

Educational programs in agriculture have utilized student organizational energies from the earliest periods. Records of agricultural societies date back to the formation of the Land Grant colleges. Today, one needs only to glance at any representative College of Agriculture catalog to note numerous departmental and/or all-college student groups. The collegiate Future Farmers of America as well as other agricultural education organizations have long served the prospective teachers of high school Vocational Agriculture. Successful development of the Future Farmers of America in conjunction with Vocational Agriculture is a matter of record.

The recent introduction and rapid expansion of agriculture to the post-secondary, less-than-baccalaureate level has, however, presented a new situation regarding student groups. Being neither in a traditional college nor high school situation, students and programs have unique characteristics and needs. It can be logically deduced that their organizational considerations also vary from patterns developed at other levels.

Summary of the Study

Major purpose

The major purpose of this study was to develop guidelines for use in the initiation and operation of student organizations associated with agricultural programs at two-year, post-secondary educational institutions in the United States.

Specific Objectives

Four specific objectives were identified to guide the direction of this study:

1. To determine the current status of organizations for students of post-secondary agricultural programs, including the aspects of: purpose, type, objectives, activities, origin, structure, location, affiliation, membership and finances.

2. To ascertain, in terms of the above selected factors, past modifications as well as those trends anticipated in the future development and operation of post-secondary agricultural student organizations.

3. To identify the major constraints institutions have regarding agriculturally-related student organizations.

4. Based upon the analysis of the situation, determination of trends and jury response, to synthesize, refine and evaluate guidelines for use in the development and operation of student organizations associated with two-year, post-secondary education programs in agriculture.

Scope of the study

This was a national study inclusive of post-secondary, less-than-baccalaureate-level educational institutions with agricultural offerings located in the United States and Puerto Rico.

Need for the study

The need for the study was based on the following major points:

1. Post-secondary education programs in agriculture are on the rise.

2. Student organizations are an aspect of these programs that has attracted much attention recently.

3. Research in the area is lacking.

4. Enabling legislation and administrative support have created a favorable climate for the further development of student organizations in post-secondary vocational-technical education.

5. No guidelines presently exist for post-secondary agriculturally-related student organizations.

Methodology used

The topic of this study was selected and the proposal developed as an outgrowth of a research series of graduate classes in agricultural education. Finding no recent listing of post-secondary institutions offering agriculture and related subjects, the investigator secured a current listing from contact officials responsible for that area in the respective states, Puerto Rico and the Trust Territories. A three-part questionnaire designed to elicit data on institutions, agriculture departments and student organizations was developed and mailed to the 100 institutions known to have agricultural clubs for students. The survey was also sent to a 50 per cent random sample of the remaining 226 institutions. After three follow-up letters the responses received were electronically processed and the resulting data were transferred to tables and summarized.

During the course of the study an extensive search of related literature was made including a study of the theoretical base found in psychology and sociology, and a computer search of the ERIC RIE and CIJE systems.

Tentative guidelines were developed by the writer, with the assistance of his graduate committee, based on the results of the survey, available literature and his own experiences with youth work. The tentative guidelines were sent to a jury of 25 representative practitioners who had previously agreed to serve. A five-point scale of appropriateness was used to record their reactions. Based on their response, the writer refined the list into final guidelines.

Major Findings

Following are the major findings of this study:

Available research

No previous research on the specific topic existed; several studies touched on various aspects of student organizations related to post-secondary agricultural programs. Most of the specific information available on the subject was in the form of educational journal articles.

National status

Out of 163 useable responses, 115, or 70.5 per cent had agricultural student clubs. Over 75 per cent of the institutions in the North Atlantic and Central regions were found to have such organizations; the Pacific and Southern regions had 70 and 60 per cent,

respectively. It was calculated that over two-thirds of the more than 300 post-secondary institutions in the United States which offered agriculture had program-related student organizations.

Characteristics of the institutions

Fifty-four per cent of the schools with student agricultural clubs were community or junior colleges; one-fourth were area vocational-technical centers and the remainder were technical institutes or branches of four-year institutions. Most of the institutions (77 per cent) were urban and located in cities of 5,000 to 50,000 population. Fifty-eight per cent were under ten years of age but one-fourth were between 25 and 75 years old. Enrollment averaged over 2,000 students and was increasing in all but eight cases. The average institution: was co-educational; offered 26 curricula; provided technician, vocational and college preparatory instruction; offered four vocational-technical areas besides agriculture--more than one-third of which had student clubs; offered 12 or more activities, organizations or facilities for students--including curricular, music and service clubs, religious groups, library, indoor and outdoor athletic facilities, a cafeteria, inter-collegiate and intra-mural athletics and school parties. Eighty-four per cent of the institutions had a school policy covering student organizations.

Agricultural department characteristics

In 80 per cent of the institutions, agricultural offerings were grouped in a department with an agricultural title. Of these departments: two-thirds provided technical-level programs, one-half offered

vocational education and one-third had college-transfer offerings. Three-fourths gave associate degrees and 45 per cent awarded certificates of completion; most offered three or more curricular categories (primarily agricultural business and supplies, production, or mechanics); average age was about ten years; the average faculty consisted of four full-time and five part-time professionals; and one-half were supervised by the state departments of education. Nearly 80 per cent had conducted follow-up studies of graduates and/or dropouts. Ninety-six per cent of the department chairmen favored having student organizations but only 30 per cent said this was based on the results of the follow-up study: they indicated that student interests, needs and initiative were major influencing factors.

Agricultural student characteristics

Students enrolled in agriculture at institutions with agricultural student organizations were primarily: male, unmarried, Caucasian, 17-20 years old, from farm homes, former 4-H or FFA members, part-time job holders, from families with income above the poverty level, and not prone to drop out.

Factors affecting existing student agricultural organizations

In comparing schools having agricultural student clubs with institutions not having such groups, ten factors were found to be statistically significant at the .05 confidence level. Student age, previous membership in 4-H or FFA, residence (farm) and sex; departmental name, enrollment, faculty numbers and the presence of

an institutional policy all had a positive relationship to the presence of student clubs associated with agricultural programs. The presence of minority students had a negative effect.

Characteristics of the clubs

Patterns of the organizations

Eighty per cent of the local institutions had only one student organization associated with its post-secondary agricultural offerings, 17 per cent had two clubs and the remainder had three or more. Just over 57 per cent of the clubs reported were departmental in scope; 30 per cent were curricular-based and nearly 31 per cent were institution-wide groups; 13 per cent were select-member organizations. Two-thirds of the forestry offerings had curriculum-related clubs; 9-19 per cent of the other agricultural curricular areas had specific clubs.

Name

Eighty-eight per cent of the groups had agriculturally-based names; seven per cent had Greek-letter titles and the remainder had service or miscellaneous designations.

Age

All clubs had been in continuous operation since starting. They averaged 6.9 years with nearly one-half in the 1-3 year category and 16 per cent in the 16-25 year age bracket. Three-fourths were under 10 years of age.

Initial development

Initial development of the groups has been at the local level, where students and instructors were primarily responsible in 60 and 54 per cent of the clubs, respectively, and department chairman were activators in 41 per cent of the cases.

Organizational model

Fifty-four per cent of the clubs were modeled after social or recreational organizations, 28 per cent were like technical societies and professional associations and one-fourth were similar to service clubs.

Objectives

The clubs all claimed several objectives. Leadership and social development were espoused by more than 80 per cent and student and program assistance were given as goals by over one-half of the organizations.

Major activities

Diversity marked the activities of clubs but almost 84 per cent held social/recreational events and regular business meetings. Just over one-half had guest speakers and took trips or tours. Public relations, banquets, demonstrations, conferences, awards, competitive events and service activities were conducted by fewer clubs.

Structure

Over 90 per cent of the clubs had a faculty adviser, used school

facilties and operated under a consitution and bylaws. More than 80 per cent were operated primarily by students, conducted meetings according to parliamentary procedure, utilized committees and had an elective set of officers. Just over one-half had planned schedules and used only out-of-class time. Smaller percentages reported other, minor aspects.

Affiliation

Seventy-two, or 55 per cent, reported no outside ties; 15 per cent--the largest category among the remainder--were affiliated with similar clubs at other schools in the state and 13 per cent were joined with other school organizations. Few clubs were affiliated with the Young Farmers Association or the FFA. Kansas, New York and Minnesota were states reportedly involved in state-level organizational efforts.

Finances

An average budget of nearly $800 was reported with member dues a major source in nearly three-fourths of the clubs, fund raising by 61 per cent and support from the school by nearly one-third of the groups. Seventy-two per cent listed recreation and entertainment as major expenses while nearly one-half reported meeting expenses and travel as major outlays. Over 90 per cent of the budgets were the same or higher than the previous year.

Membership information

Beginning groups averaged 25 members; 1971 membership averaged 45 students. A total of 5,397 members in 121 clubs represented 43 per

cent of total enrollment.

Sixty per cent of the clubs were open to all agricultural students; 31 per cent had selective membership, 27 per cent were open to all students in the institution and a similar number were restricted to those enrolled in a curriculum.

Eighty-seven per cent of the clubs had over one-half of their members involved in one or more activities. One-half or more of the first-year members continued to belong during the second year in 80 per cent of the organizations. Only 13 clubs retained members after graduation.

Changes since starting

Nearly two-thirds of the clubs had experienced little change in the group; about one-third of the remainder reported more activities and greater scope to the organization.

Future trends

Forty per cent of the clubs were foreseen by respondents to have no future changes; trends mentioned by the remaining respondents included: diverse programs, meetings and activities; new divisions of the organizations; and expanded objectives.

Major problems

Just 13 organizations were said to have no major difficulties; student interest and time constraints, meeting time, and securing members and participation were most frequently mentioned as problems.

Conclusions

The following conclusions were drawn from the review of literature, findings of the study and jury evaluation of the guidelines synthesized by the investigator:

Extent

Two-thirds of the public post-secondary educational institutions with agricultural offerings had related student organizations.

Institutions

These institutions were relatively young, medium-sized, urban, community or junior colleges offering varied programs to a growing, coeducational enrollment.

Department

The typical post-secondary agriculture department in the above institutions provided several program areas, gave associate degrees, was supervised by the state department of education and had a student club of which one-half the enrollment were members.

Students

Agricultural students enrolled in these programs were primarily unmarried, young, Caucasian men from average farm homes. Most had been former youth club members and were employed part time.

Establishment

Factors which had affected the establishment of related student organizations were: the name and size of the agriculture department, the department chairman's attitude toward youth groups, presence of a school policy and certain student characteristics. Students and instructors were primarily responsible for the initial development of the student organizations.

Type of organization

Most of the related agricultural clubs were relatively new, traditionally structured, department-wide groups engaged in leadership/social development and program-assistance activities.

Affiliation

The student organizations were primarily independent of outside groups; there appeared to be little interest in affiliation with the Future Farmers of America organization. The clubs were primarily local but those in several states have taken steps toward developing state-wide organizations. There was little indication of interest in forming a national-level organization.

Membership

Membership averaged less than one-half of the potential number of students. Most members participated in at least one major activity and continued as members the second year.

Finances

Most of the organizations financed their programs through dues and fund-raising activities. Expenses were primarily for meetings, social activities and travel.

Changes

Most organizations had changed little since beginning; larger scope and more activities were major changes which occurred. Trends were indicated for increased and diverse programs, affiliation with similar groups at other schools, branching into sub-groups and expanded scope. Major problems included student membership/participation, financing and student-time constraints.

Guidelines

The principles and procedures developed in this study should be of value in the planning and operational phases of present and potential post-secondary agricultural student organizations although the degree of emphasis given will vary by institution, department and specific club. A representative jury of men in the field whose departments have existing clubs agreed that the guidelines are appropriate for the development of agricultural student organizations. The guidelines and supporting statements are as follows:

Final Guidelines

Organizational Role

GUIDELINE 1: A student organization associated with the agricultural offerings in a public post-secondary institution should extend and enrich the total educational program.

a. The organization should be on an extra-curricular basis, in that it operates primarily outside of class time.

b. The student club should be recognized as an important part of the educational program, justifying official recognition and cooperation.

c. The organization should be student centered.

d. The organization should operate within school regulations.

e. The club should be flexible in order that changes can be made based on student and program evolution.

f. The program of the student organization should complement and supplement, rather than duplicate or compete with, successful developmental activities of the home, school and church.

g. Continuous, planned self-evaluation should be a function of the organization.

Initiating an Organization

GUIDELINE 2: Initial development of the student organization should involve sound planning based on proven procedures.

a. All interested parties--students, instructors and administrators--should be involved in the initial feasibility study.

b. Consideration should be given to student characteristics, departmental enrollment and available resources in determining the desirability of starting an organization of agriculture students.

c. Once a decision to organize is made, a temporary, interim council should lay the groundwork for the group.

d. Instructors and department chairmen should assist students in initiating the organization.

e. Basic constitutional items should be developed first.

f. After receiving formal recognition, the club should develop bylaws and other operational details.

Objectives

GUIDELINE 3: The objectives of the club should reflect the unique characteristics of post-secondary agricultural students and programs.

a. Realistic, clearly-defined objectives should be developed by the officers with the professional assistance of the adviser.

b. The objectives should be based upon student needs.

c. Major objectives should be directed at providing leadership training, social development and agricultural program assistance.

d. A sufficient number of objectives should be formulated to serve the varied interests of the group.

e. Objectives should be expressed in terms of the performance expected.

f. The total membership should be involved in evaluation and modification of objectives.

Name

GUIDELINE 4: The name of the organization should be consistent with the nature of the group involved.

a. The name should reflect: member characteristics, club purpose, nature of the agricultural program and the post-high school level of education.

b. The name should be comprehensive enough to allow flexibility in future development of the organization.

c. The name should be determined by the membership.

Membership

GUIDELINE 5: Membership criteria should encourage full participation and individual development.

a. Every student enrolled in a post-secondary agricultural program should have the opportunity to join an organization.

b. Membership should be open to any agricultural student regardless of sex, race, religion or creed.

c. Membership and participation should be voluntary.

d. The organization should stress improvement of members rather than selection.

e. Recruitment of new members should be primarily the duty of officers and present members.

f. There should be a provision for immediate entry of new students into active status in the organization.

g. Consideration should be given to providing for non-voting associate, alumni and honorary membership.

h. Scholastic or other restrictions on participation should be minimal.

i. Specific responsibilities of membership should be determined by the group.

j. Members' rights and freedoms should be guaranteed by due process provisions in the club's policies.

Leadership

GUIDELINE 6: Officer and committee leadership roles should be developed and utilized in operating the club, with assistance from a qualified adviser.

a. A standard set of officers should be elected on an annual basis and provided with leadership training.

b. Assistant club officers should be elected from among new members to provide continuity to the program.

c. Standing and special committees should be utilized to carry out specific club functions.

d. Regular meetings of the executive committee should be held to plan the club program.

e. The adviser should be selected from among those adults interested and qualified to serve.

f. The adviser should demonstrate sincere interest in the group by becoming familiar with all facets of the organization and

securing appropriate inservice education on the duties involved.

g. The adviser role should be informational, suggesting, moderating, training, consulting, coordinating and assisting.

h. The club adviser should receive adequate compensation for his efforts: either released time from other professional duties, extra pay commensurate with other professional compensation, or a combination of the two.

i. The adviser should be protected from excessive legal liability.

Organizational Levels

GUIDELINE 7: Local, state and national levels of the organization should be developed on the basis of mutual interests among participants.

a. Provision should be made for variations in local organizational patterns.

b. Therefore, consideration should be given the following:

(1) Departmental organizations.

(2) Clubs associated with specific programs within the department.

(3) Special interest subgroups within a larger club unit.

(4) Clubs based in agriculture but including students from outside the department.

c. Formation of state, regional or national-level units should be determined by representatives of local organizations

meeting in conferences called when sufficient growth in numbers of locals has occurred and wide-spread interest has been indicated.

d. Affiliation at the various levels should be according to the confederation model, thus maintaining the autonomy of the local club.

Coordination with Other Groups

GUIDELINE 8: The organization should establish cooperative relationships with organizations outside of the department.

a. The club should retain its independent status in relations with other groups.

b. The organization should initiate contact with other groups.

c. Close working relations should be maintained with other youth organizations.

d. The club should develop a cooperative relationship with adult organizations.

e. The group should seek representation in student government.

f. Formal affiliation should be restricted to similar agricultural clubs at other post-secondary institutions.

Activities

GUIDELINE 9: The organization's activities should reflect the needs, characteristics and objectives of the group served.

a. Cooperation, rather than competition, should be emphasized in activities.

b. A planned schedule of activities should be developed annually.

c. Activity programs should be planned and carried out by the students.

d. The number and types of activities should be based on the needs and interests of the members.

e. State activities should be in the form of conferences which emphasize broadening experiences, exchanges of ideas and experiences, contact with potential employers, publicity and recognition.

f. A continued effort should be made to provide concerned publics with information regarding the program, aims and accomplishments of the club.

g. Regular, relevant meetings should be utilized as a vital phase in member development.

h. Meetings should be conducted according to parliamentary procedure to insure fairness and efficiency.

i. Meetings and other events should be held when student time constraints are at a minimum.

j. Limited ritual should be developed locally and used to lend dignity to special occasions and give added recognition to functions of the club.

Finances

GUIDELINE 10: An adequate system of finances should be developed for the club.

a. The level of funding should be sufficient to properly support the objectives of the organization.

b. The organization's financial records should be handled according to accepted accounting standards.

c. Fiscal matters of the organization should be the responsibility of its officers and members, conducted in such a manner as to be a learning situation for those involved.

d. The club's income should be broadly based including provision for a professional-level dues structure, educationally sound fund-raising activities, support from the institution and acceptable gifts.

e. Sufficient reserves should be held to cover emergencies.

f. A large proportion of the organization's expenditures should directly benefit its members.

Recommendations

The following recommendations are made by the investigator as an outgrowth of the study.

It is recommended that:

1. The guidelines developed in this study be used in the initiation, operation and evaluation of post-secondary agricultural student organizations.

2. Agricultural Education personnel at all levels provide the leadership in assisting students develop desired organizations.

3. Schools with successful agricultural student clubs provide consultive service to those in the state or area which do not.

4. Publications be developed to provide ideas, procedures and encouragement to those potentially interested in organizing student clubs.

5. As numbers of local and state units grow, a national seminar be held to consider further organization.

6. All post-secondary institutions develop enabling policies regarding development and operation of student organizations.

7. Post-secondary youth organizations be provided for in state and local vocational-technical plans.

8. Agricultural educators conduct research on the organizational needs of post-secondary students including problems and optimum procedures involved in development of such activities.

9. Encouragement be given to publicizing active organizations in agricultural education journals.

10. Teacher educators in agriculture provide instruction to present and prospective administrators and instructors of post-secondary agricultural students in the philosophy and techniques of advising and otherwise working with youth organizations.

11. State leadership funds from the Vocational Education Amendments of 1968 be used to succor development and growth of these clubs.

12. Success criteria be developed and tested with existing clubs.

13. Information on student clubs be included in reports made by local units to their respective state agencies.

14. Since such clubs are already a reality in many schools, adequate resources be alloted to their development so that they may prosper.

Suggestions for Further Study

Recognizing that in this initial effort he was limited to a somewhat general, overall analysis of the situation, the investigator suggests the following areas for further study:

1. Further study of the organizational needs of post-secondary agriculture students.

2. Development of an optimum model or models of the crganization including an investigation of the criteria for success.

3. Study of the participation pattern and factors associated with becoming active members of such groups.

4. Research on values and optimum uses for such clubs in the educational system.

5. Bases and instruments for evaluation of such groups.

6. Additional investigation of the faculty adviser's role.

7. Follow-up studies of ex-members to determine the effects of membership.

8. To perfect these guidelines developed in this study by using and evaluating them in the development of future organizations.

9. To investigate further those factors which are crucial to the development of successful clubs.

10. A repeat of this study in five years to determine changes needed in the guidelines as a result of added experience with the organizations.

APPENDIX.--FINAL SURVEY FORM

SURVEY OF STUDENT ORGANIZATIONS

IN POST-SECONDARY AGRICULTURE AND RELATED PROGRAMS IN THE U. S. A.

Section I. Information about the Institution

DIRECTIONS: This section is designed to determine the characteristics of post-secondary institutions offering education programs in agriculture and its allied fields including horticulture, natural resources and the environmental sciences. Where specific figures are not readily available, please give your best professional estimate.

1. Respondent's Name: _____

2. Official Title: _____

3. Name of Institution: _____

4. Mailing Address: _____
Street City State Zip Code

(STOP HERE IF THE INSTITUTION HAS NO AGRICULTURAL OFFERINGS)

5. The above location is: (Check (✓) and complete the appropriate response)
____in a city of _____ population
(number)
____rural, located _____miles from the nearest city, population _____
(number)

6. Institution began operation in 19__ with an enrollment of _____students
(number)

7. Current post-secondary enrollment (by head count) is _____men
(number)
_____women in _____curricula or programs.
(number) (number)

8. Future post-secondary enrollment will likely: (Check (✓) one)
_____Remain stable
_____Increase
_____Decrease

9. Type of institution is (Check (✓) applicable choice)
_____Area Vocational-Technical School or Center
_____Community or Junior College
_____Division, Branch or Affiliate of a Four-Year College or University
_____Single-Curriculum Institution
_____Technical Institute
_____Other (Specify)_____

10. Major institutional purpose is: (Check (✓) the appropriate item or items; if multi-purpose, give approximate percentage of total enrollment pursuing each)

_____College transfer (Pre-professional)	_____%
_____Preparation of technicians (Para-professionals)	_____%
_____Vocational preparation (Skilled and semi-skilled)	_____%
_____Other (Specify)_____	_____%

(CONTINUED ON REVERSE SIDE)

Section I., Page 2

11. Activities or services available to all students are: (Check (√) those appropriate)

Organizations
___Clubs specific to subject areas
___Debate or speech groups
___Fraternities & sororities
___Hobby clubs
___Honorary organizations
___Journalism groups
___Musical groups
___Political clubs
___Religious groups
___Service clubs
___Other (Specify)
_____

Physical Facilities
___Dormitory housing
___Indoor athletic facilities
___Library
___Outdoor athletic facilities
___School cafeteria
___Student union/activity center
___Other (Specify)
_____

Activities
___Convocations
___Inter-collegiate athletics
___Intra-mural athletics
___School parties or dances
___Other (Specify)
_____

12. Major vocational-technical areas or divisions offered in addition to agriculture are: (Check (√) appropriate items)
___Business and Office Education
___Distributive Education
___Home Economics
___Health Occupations Education
___Public Service Occupations (Police, Fire-Fighting)
___Trades and Industry
___Other (Specify)_____

13. Underline those areas in item 12 having program-related student organizations.

14. Is there school policy on intra-curricular student organizations?
____Yes ____No

15. Additional information or comments about the institution:

(PLEASE GO ON TO SECTION II)

Section II.--Information about the Agricultural Division

DIRECTIONS: The purpose of this section is to identify the characteristics of the total agricultural offerings in the institution. The term "agriculture" as used in this section refers to horticulture, natural resource and environmental science areas as well as the more farm-related. Where exact figures are not known, please give your best estimate.

1. Name of Department or Division within which instruction in agriculture is offered:

   _____

2. In regard to student clubs or organizations for agriculture students, we have: (Check (√) appropriate item or items)
   ____No student organizations for agricultural students
   ____An organization for all agricultural students
   ____An organization with selective membership among the agricultural students
   ____An organization for students within a particular curriculum
   ____A student organization in agriculture which any student in the school may join
   ____Other (Specify)_____

3. Complete the following information about each curriculum or program in agriculture:

Check (√) the categories of post-secondary agricultural curriculums offered	Indicate emphasis: (Vocational, Tech., Transfer, or Other)	Year First Offered	1970-71 Enrollment	Check (√) if has related student club
(__) Ag Production: Animals		19__		
(__) Ag Production: Plants		19__		
(__) Ag Business & Supplies (mgt., sales, service)		19__		
(__) Ag Engineering & Mechanics		19__		
(__) Ag Products (processing, handling & marketing)		19__		
(__) Forestry		19__		
(__) Natural Resources (conservation & development)		19__		
(__) Oceanography		19__		
(__) Ornamental Horticulture		19__		
(__) Other (List): _____		19__		
_____		19__		

(CONTINUED ON REVERSE SIDE)

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4. Characteristics of agricultural students are: (Indicate approximate percentage)
   ____% Female
   ____% Married
   ____% Commuting
   ____% Of a minority race
   ____% 17 to 20 years of age
   ____% From farm homes
   ____% Previous members of 4-H or FFA
   ____% Dropping out before completing the program
   ____% Employed part-time while in school
   ____% From homes with income of less than $3000/year
   ____% Other (List)_____

5. Has a follow-up of graduates or drop outs been made?____Yes ____No
   If so, does the data indicate a need for a student organization?___Yes ___No

6. Our agricultural offerings are supervised by: (Check (✓) any that apply)
   ____State Department of Education (Specify Bureau)_____
   ____State Board of Regents
   ____Other (Please explain)_____

7. Post-secondary agricultural faculty number:____full-time, ____part-time.

8. Type of completion document awarded graduates in agriculture: (Check (✓) those appropriate)
   ____Associate degree
   ____Certification of Completion
   ____Other (Specify)_____

9. What major factors have influenced the development (or lack of) student organizations for your program?

   A.

   B.

   C.

10. Should student organizations be a part of the post-secondary agricultural program? ____Yes ____No Why do you say this?

11. Additional information or comments about the agricultural division:

IF YOU HAVE AG STUDENT CLUBS, PLEASE GO ON TO SECTION III.
IF NOT, PLEASE RETURN SECTION I AND II TO:

Maynard J. Iverson, Research Associate
Department of Agricultural Education
The Ohio State University
Columbus, Ohio 43210

Section III.--Information about a Student Organization in Agriculture

DIRECTIONS: The objective of this section is to determine the specific aspects of student organizations in agriculture at the post-secondary level. A SEPARATE FORM SHOULD BE USED FOR EACH STUDENT CLUB, ORGANIZATION OR SIMILAR GROUP IN EXISTENCE WITHIN THE AGRICULTURE DIVISION OF YOUR INSTITUTION. Section III is the key to the success of the study--please answer all questions as completely and accurately as possible--giving your best estimate, where necessary.

1. Name of student organization_____

2. It was first organized in 19__ with _____ (number) student members. (If not in continuous operation, indicate number of years:_____.)

3. Who was primarily responsible for the group's becoming organized? (Check (✓) as appropriate)
   ____Students
   ____Instructor in a curriculum
   ____Ag. Dept. Director or Chairman
   ____Advisory group for the program
   ____Administrator of the institution
   ____Board of Directors
   ____State official (Specify title)_____
   ____Adults in community
   ____Other (Specify)_____

4. Complete the following in regard to membership in the student organization for this year, 1970-71: (Please give your best estimate.)
   ____Total number of members
   ____Number of potential members within the agricultural department
   ____% Members participating in at least one major club activity this year
   ____% New members in 1969-70 who continued membership this year
   ____Number of members continuing membership after graduation

5. The organization is most like which of the following: (Check (✓) item or items)
   ____Technical society
   ____Governmental group or council
   ____Social or recreational club
   ____Honorary group
   ____Professional association
   ____Service club (i.e., Lions Club, etc.)
   ____Corporation or other business
   ____Fraternity
   ____Other (Specify)_____

(CONTINUED ON REVERSE SIDE)

Section III., Page 2

6. Membership in the club is: (Check (√) appropriate statements)
____Open to all Ag students
____Restricted to students in a particular agricultural curriculum
____Open to any student in the institution
____Selective (Specify basis)_____
____Required of all agriculture students
____Encouraged but optional
____Other (Specify)_____

7. Major club objectives are to: (Check (√) items that are applicable)
____Develop leadership
____Aid in orientation (giving students the feeling of belonging)
____Augment and reinforce program (curriculum) objectives
____Provide motivation for learning and achievement
____Foster community service
____Provide social and recreational activities
____Give publicity and recognition to the program and students
____Lead students to participate in industry-related groups
____Other (Please specify)_____

8. The organization is structured as follows: (Check (√) appropriate items)
____Operates under a constitution and by-laws
____Develops a planned schedule of activities on a regular basis
____Competitive events test skills in the area of training
____An integral part of the curriculum (uses some class time)
____Primarily extra-curricular (uses no class time)
____Has a statement of belief, creed or code of ethics
____Conducts meetings according to parliamentary procedure
____Has formal ceremonies for meetings and other occasions
____Students assume the primary role in planning and operating the organization
____Has a faculty advisor (Specify his position)_____
____Has special insignia
____Has an official dress or uniform
____Has an elective slate of officers
____Uses committees to carry out its objectives
____Has special facilities exclusively for the organization
____Uses school facilities for meetings and activities
____Uses non-school facilities (Specify)_____
____Provides for honorary membership
____Has an alumni group
____Has several levels or degrees of membership (Specify number)_____
____Other (Specify)_____

(CONTINUED ON THE NEXT SHEET)

Section III., Page 3

9. The organization is affiliated with: (Check (√) appropriate statements)
____No other group
____The FFA
____The Young Farmers Association
____Other school organizations
____A local service club
____Groups from industry
____Similar agriculture clubs at other schools in the state
____Other (Specify)_____

10. Major activities or functions of the student organization are:(Check (√) applicable items)
____Regular business meetings
____Local competitive events (List top three:)_____
____Competitive events at state or national level
____Guest speakers at meetings
____Trips or tours (Specify purpose)_____
____Social or recreational events
____Scholarship awards
____Public relations activities (radio, TV, or publications)
____Educational demonstrations for local constituent groups
____State conferences or conventions
____National conferences or conventions
____Banquet(s)--Specify type or purpose_____
____Honorary awards or presentations
____Other (Specify)_____

11. Organizational finances: (Complete the following)
The 1970-71 Budget indicates $_____receipts and $_____expenses.
Indicate how this budget compares with that of last year_____

_____

Major sources of income are: (Check (√) appropriate items)
____Member dues
____Fund-raising activities (List top three:)_____
____Assistance from the school
____Other (Specify source)_____

Major expenditures are for: (Check (√) appropriate items)
____State or national affiliation
____Affiliation with other organizations
____Publications
____Local awards
____Meeting expenses
____Travel to meetings or contests
____Rental of facilities for activities
____Recreation and entertainment
____Other (Specify)_____

(CONTINUED ON REVERSE SIDE)

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12. In regard to purpose, structure, affiliation or activities, how does the organization now differ from when it was originally organized?

13. What changes do you foresee in the organization's purposes, structure, affiliation or activities?

14. What are the major problems or difficulties facing this organization?

15. Please attach any materials which may help to explain the organization.

16. Would you be willing to serve on a panel of judges to evaluate tentative guidelines for the establishment and operation of student organizations in agriculture at the post-secondary level?_____Yes _____No

THIS CONCLUDES THE SURVEY--THANKS FOR YOUR EXPERT ASSISTANCE!

Please return the completed forms to:

Maynard Iverson, Research Associate
Department of Agricultural Education
The Ohio State University
Columbus, Ohio 43210

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